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ABSTRACT

This bibliography lists materials published on the topic since 1970. Most entries are annotated. Listed are 21 books, 69 articles, and five theses. The entries deal with part-time and substitute teaching at all levels. (JM)

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Part-Time and Substitute Teaching

This bibliography lists material appearing on this topic during the past ten years. In so far as possible the entries are annotated.

Sources consulted include the Canadian Education Index (CEA), the Current Index to Journals in Education (ORYX), the Directory of Education Studies in Canada (CEA), Educational Administration Abstracts (Univ. Council for Ed. Admin.), Onteris (Ont. Ministry of Ed.), and Resources in Education (ERIC).

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Geraldine Channon Gilliss
Director
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Services

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A. BOOKS

** 1. Albert, Louis S., and Rollin J. Watson. "Mainstreaming" the Part-time Faculty: Issue or Imperative? 1978. 14 p. Available ERIC. ED 178 113.

Controversy over the widespread use of part-time faculty, as well as related legal and administrative problems, calls for a mainstreaming of part-time faculty into the academic process of an institution.

** 2. Behm, Robert, and others. Accentuating the Professional Role of Part-time Faculty. 1977. 11 p. Available ERIC. ED 143 401.

Concerned with the growing utilization of part-time community college faculty and their isolation from full-time faculty, an inter-disciplinary team of community college and university faculty investigated current part-time faculty development efforts. Five models emerged, including "benign neglect", a workshop approach, the use of regular faculty as a resource, the development of communication lines and a complex model.

** 3. Campbell, Lois. Part-time Instructors: Two Points of View. Paper presented at the Annual Meeting of the Midwest Regional Conference on English in the Two-Year College, 1978. 10 p. Available ERIC. ED 159 731.

The growing number of part-time instructors teaching in community colleges poses both disadvantages and advantages for the teachers and students involved. Various points are discussed.

** 4. Crowe, Jennifer L., and Lowell W. Hellervik. Minneapolis Reserve Teacher Cadre Training: A Follow-up Study of the 1969-70 Program. Minneapolis, Minn.: Personnel Decisions Inc., 1972. 16 p. Available ERIC. ED 084 298.

A program to recruit, train, and encourage persons to substitute teach in the inter-city schools of Minneapolis is discussed.

** 5. Elwood, William F., Jr. The Development of a Curriculum for a Community College Teaching Workshop for Adjunct Faculty. Sanford, Fla.: Seminole Community College, 1976. 29 p. Available ERIC. ED 129 395.

This document presents the rationale for and the curriculum for a workshop for part-time faculty, particularly faculty in occupational areas who are skilled professionals in their occupational fields but have had no formal instruction in current teaching techniques.

* 6. FitzGerald, John, and Janis Gershman. Managerial Attitudes Towards Part-Time Employment. Toronto, Ont.: Toronto Board of Education, September 1977. 19 p.

The report attempts to maintain a balanced position between the perceived positive and negative aspects of part-time work. The opinions obtained from this survey are similar to the information reported in the literature. The consequences of part-time work depend on the kind of program which is introduced. The report suggests that at this time, further surveys will add little information.

** 7. Goodwin, Harold I., (Ed.) Collective Bargaining Perspectives: Part-time Faculty. Morgantown, Va.: Department of Educational Administration, College of Human Resources and Education, West Virginia University, 1977. 5 p. Available ERIC. ED 145 753.

The treatment of part-time faculty in collective bargaining agreements is discussed.

8. Haskins, Mary Glenn. Half-Hour Notice. Fifty Mini-Lessons for High School Substitutes. New York, NY.: Citation Press, 1974. 261 p. ED 097 301. Not Available ERIC.

This book of mini-lessons is designed to aid substitute teachers teaching high school students on short notice. Fifty lessons are grouped into 10 subject areas. These mini-lessons are designed to require no preparation or special equipment and each one will take less than an hour.

** 9. Head, Ronald B. Legal Issues Relating to Part-time Faculty Employment. Charlottesville, Va: Center for the Study of Higher Education, School of Education, University of Virginia, 1979. 71 p. Available ERIC. ED 174 060.

Summarized from a national study of part-time college faculty employment are the legal developments that effect the rights of part-time faculty. The report's considerations are presented in four categories: the legal status of part-time faculty, compensation, determining part-time faculty unit status in collective bargaining and the law and institutional policy.

** 10. Kilbane-Flash, Marian T. Role Interaction: The Salt in the Soup. Paper presented at the Annual Meeting of the American Educational Research Association, 1978. 9 p. Available ERIC. ED 153 979.

A planning effort in the Cleveland (Ohio) Public Elementary School System necessitated the release of teachers from regular class assignments for planning sessions. It was decided to hire a team of "support teachers" to regularly replace the planners in the classroom, rather than to hire an ever-changing, inexperienced group of substitute teachers. Conflict between the team of support teachers and the regular classroom teachers arose for various reasons. Methods applied to the resolution of the tensions are described.

** 11. Koltai, Leslie. The Part-Time Faculty and the Community College. Los Angeles, Calif.: Los Angeles Community College District, 1976. 7 p. Available ERIC. ED 118 174.

Benefits of using part-time faculty and the problems associated with this practice are discussed from the institution's point of view.

* 12. Kumar, Krishna. Job Sharing through Part-Time Contracts: A Consideration in the Context of Declining School Enrolments in Ontario. Toronto: Commission on Declining School Enrolments in Ontario, 1978. 30 p.

This report is based on a study of attitudes of teachers and representatives of school boards in Ontario towards job sharing and part-time contracts in teaching. Two questionnaires were sent to all school boards and a sample of teachers during the summer of 1978. The results of the survey indicated a very low degree of enthusiasm in the province for job sharing as an alternative to the present work pattern in teaching.

* 13. Lakehead Board of Education. Sub-Committee on Part-Time Teaching. Part-Time Teaching -- A Consideration in an Era of Declining Enrolment. Paper presented at the Canadian Education Assocation Conference "Creative Uses of Human Resources", 1979. 9 p.

This document is intended to provide a check list of considerations that must be reconciled between the part-time teacher and the principal, the full-time staff and board personnel before a part-time arrangement is made. Such considerations and reconciliations are essential in order to avoid conflict in the future.

** 14. Leslie, David W. Current Perspectives on Part-time Faculty. Washington, D.C.: American Association for Higher Education, 1978. 6 p. Available ERIC. ED 165 511.

The numerous types of individuals classified as part-time faculty are discussed, along with arguments for and against using part-time faculty and their rights and status. Some other concerns that are discussed are accreditation and teaching quality. Rights to employment security, equal compensation, and access to full-time faculty bargaining units are concerns of part-time faculty.

** 15. Logan, Barbara. Manual for Substitute Science Teachers. Dover, Del.: Delaware State Department of Public Instruction, 1973. 57 p. Available ERIC. ED 093 688.

This monograph is a handbook, consisting of 12 lesson plans based on the inquiry skills, to be used by substitute teachers for science classes.

** 16. Part-time Faculty in 2-Year Colleges. New York, N.Y.: City University of New York, Bernard Baruch College National Centre for the Study of Collective Bargaining in Higher Education, 1977. 6 p. Available ERIC. ED 144 650.

Recognition clauses of negotiated faculty contracts from 139 2-year colleges were analyzed to determine the extent to which part-time faculty are included in the bargaining unit, and to examine contract references to part-time faculty.

** 17. Petersen, Allan L., and others. Legislation and Part-time Employment. Sacramento, Ca.: California Community Colleges, 1976. 60 p. Available ERIC. ED 134 256.

This document presents an analysis of part-time employment issues in California community colleges, including a review of historical developments of the law covering the employment of certificated personnel, a review of some benefits and problems associated with part-time teaching, and consideration of part-time faculty employment as the major issue in community colleges.

** 18. Plosser, William D., and Joseph H. Hammel. Temporary, Contract, or Regular? A Report about Court Cases Involving the Issues of the Status and Pay of Part-time Faculty in California Community Colleges. Sacramento, Ca.: California Community and Junior College Association, 1976. 102 p. Available ERIC. ED 133 015.

This document contains the results of California court decisions in litigation involving the status, or status and pay, of part-time faculty in California community colleges.

19. Porwoll, Paul J. Practices and Procedures in the Use of Substitute Teachers. ERS Report. Arlington, Va.: Educational Research Service, 1977. 86 p. ED 149 422. Not available ERIC.

A total of 488 school systems in 49 states responded to a survey that included items on substitute program organization; application, selection, evaluation, and dismissal procedures; absence policies for regular teachers; size and costs of substitute teacher forces; orientation and in-service programs available to substitutes; collective negotiation agreements concerning substitutes; and alternatives to the use of substitute teachers.

20. Seca, Dominique Armand. A Survey of Supply Teachers From the Largest Senior High Schools in Each School District in New Brunswick. Moncton: University of New Brunswick, 1971. 53 p.

A study to determine the policy followed by school boards and/or administrators in the recruitment, engagement, and assignment of supply teachers.

** 21. Tapping Human Resources of the Community for Schools. Applying Partnerships to Teaching. Hartford, Conn.: Connecticut University, School of Education, 1970. 66 p. Available ERIC. ED 043 562.

Objectives of project APT were 1) to find and develop a new source of locally available, quality teaching talent by recruiting college-graduated women for continuing part-time teaching positions and 2) to carry out the pilot program in partnership teaching aimed at developing two kinds of part-time teaching: partnership teaching in which two part-time teachers fill one full-time job and regular part-time teaching assignments.

B. ARTICLES

22. Abel, Emily K. Invisible and indispensible: part-time teachers in California community colleges. Community/Junior College Research Quarterly 2:1:77-91 Oct-Dec'77.

Reports the results of a survey of the level of commitment, qualifications, outside employment, income, sex, teaching areas, and concerns of part-time teaching staff. Also reviews the pertinent literature. A 24 item bibliography is included.

23. Auser, Cortland P. Part-time employment: "... nothing as desperate ..." ADE Bulletin 43:11-12 Nov'74.

Discusses the difficulties that face part-time college English teachers who are scorned by their colleagues and sometimes begin to doubt their own teaching ability.

24. Beaman, Sarah Griffiths. For you or your substitute ... 20 ways to keep them learning while you're trying to get your head straight. Teacher 90:2:59-61 Oct'72.

Author has prepared recommendations of mind-expanding activities for children with the intention of providing the teacher with some spare time.

25. Bender, Louis W., and James O. Hammons. Adjunct Faculty: Forgotten and Neglected. Community and Junior College Journal. 43:2:20-22 Oct'72.

If the talents and knowledge of part-time instructors are to be maximally utilized, more encouragement and support must be paid them.

26. Bender, Louis W., and Robert L. Breuder. Part-time teachers -- "step-children" of the community college. Community College Review 1:1:29-37 Apr'73.

A survey of community colleges found that few support services were available for part-time faculty and appropriate plans for selecting, orienting, training, servicing, and supervising them had to be made.

* 27. Better deal for substitutes and other teachers. Manitoba Teacher 57:6:9 Feb'79.

Substitute and other teachers on part-time and short-term contracts in Manitoba may now accumulate teaching experience for salary grant purposes for shorter periods of time than they could in the past.

28. Buehler, Patricia A. Friendship lessons. Teacher 96:1:128-36 Sept'78.

By using songs, famous quotations, poems, and a questionnaire with each day's or week's new group of students, a substitute quickly establishs rapport with her students.

* 29. Carr, Rey A., and Kathleen E. Ryan. Rooty-toot-toot, here comes the substitute. Interchange 5:4:49-52 '74.

A substitute could enhance the educational experiences of children, if the substitute's role were not perceived as one of babysitter or disciplinarian. Because of their unique position in the school setting, substitutes, with specialized training, could provide feedback to teachers which would result in improved instructional situations.

* 30. Cooke, Harry L. Part-time faculty needs full-time support. Community College Review 4:1:15-18 Sum'76.

Based on a survey of attitudes and characteristics of 563 part-time instructors, the authors conclude that part-time faculty play a vital role in the community college but are not fully appreciated. More administrative and instructional support services for part-time faculty are advocated.

* 31. Draper, J.A., and M. Elizabeth Smith. Part-time teachers of adults. Alberta Journal of Educational Research 19:3:224-31 Sept'73.

The purpose of the study was to provide information which would be of interest to, and of practical value for, school boards, departments of adult education of universities, and teacher training colleges.

* 32. Esposito, Frank J. Improving the role of substitute teachers. NASSP Bulletin 59:395:47-50 Dec'75.

One who has been there suggests ways that the job of substitute teaching could be improved. Improvement will come, he says, only through building the principal's commitment to making a substitute's hours more than a babysitting or study hall chore.

33. Flanders, Jane. The use and abuse of part-time faculty. Bulletin of the Association of Departments of Foreign Languages 8:1:49-52 Sept'76.

The practice of hiring part-time faculty at many colleges and universities and the discriminatory treatment they often receive in salary, tenure, and other employment conditions are described.

* 34. Fleisher, Paul. The fun subs have. Today's Education 65:4:30-1 Nov-Dec'76.

A substitute shares some of his classroom observations about students and teachers with regular teachers and teachers considering a career in substitute teaching.

* 35. Freedman, Miriam K. The new substitutes: free to teach. NASSP Bulletin 59:391:95-8 May'75.

The effectiveness of substitute teaching is lower than student teachers and teacher aides, according to a recent study. The author says new attitudes and new approaches can turn substitute teaching into a creative, effective force in our schools.

* 36. Friedlander, Jack. An ERIC review: instructional practices of part-time and full-time faculty. Community College Review 6:3:65-72 Wtr'79.

Compares part-time and full-time faculty in the areas of teaching experience; selection of course materials; use of instructional media, out-of-class activities, and support services; grading practices; and involvement in professional activities. This study indicates that the part-time teacher works under much less favorable conditions.

37. Fryer, Thomas W., Jr. Designing new personnel policies: the permanent part-time faculty member. Journal of the College and University Personnel Association 28:2:14-21 Spr'77.

Higher education administrators must face the alternatives of promptly developing responsible policies for permanent part-time faculty members, or accepting policy mandated by legislatures and courts. Suggestions for designing new personnel policies are offered.

38. Garwood, S. Gray. Ten ways to prevent classroom chaos. Teacher 94:2:75 Oct'76.

Substitute teachers are professional educators, not merely shadows of regular classroom teachers. Here are some suggestions that not only encourage creative teaching but also make the job and the students easier to handle.

* 39. Gray, A. I'm an insubstantial substitute. BC Teacher 49:143,165 Jan'70.

A substitute teacher vividly describes the frustrations of lack of collegial recognition.

* 40. Grieder, Charles A. The role of the substitute teacher. Education 92:4:98 Apr-My'72.

Author proposes an interdisciplinary approach through which the substitute teacher can utilize his knowledge of his field of specialization by relating it to the subject area to which he has been assigned.

41. Grutzmacher, Marge. Ups and downs of a substitute. Instructor 85:5:32,34,36 Jan'76.

The author, an experienced substitute teacher, describes her exciting encounters in the classroom. The ideas have implications for all teachers.

42. Guthrie-Morse, Barbara. The utilization of part-time faculty. Community College Frontiers 7:3:8-17 Spr'79.

Analyzes the changes in the ratio of part-time to full-time faculty in the community colleges from 1972-73 to 1976-77. Includes a literature review, tables illustrating regional ratios, and a discussion of the implications of the change from part-time faculty comprising 40 percent of instructional staff in 1972-73 to 56 percent in 1976-77.

43. Haddad, Margaret, and Mary E. Dickens. Competencies for part-time faculty -- the first step. Community and Junior College Journal 49:3:22-24 Nov'78.

Discusses hiring, evaluation, involvement, and competencies of the increasing number of part-time teachers in colleges throughout the country, and the unclear expectations placed on them. Includes a competencies questionnaire for part-time instructors.

44. Hartung, Bruce A. Substitute teacher policies: a national inconsistency. Contemporary Education 44:1:5-6 Oct'72.

Inconsistent and inequitable systems of compensation for substitute teachers are reviewed.

* 45. Hayes, Mary Jane. Stranger in the classroom. Phi Delta Kappan 57:4:270-72 Dec'75.

One person's experiences and views of substitute teaching at the elementary level.

* 46. Head, Ronald B., and David W. Leslie. Bargaining unit status of part-time faculty. Journal of Law and Education 8:3:361-78 Jy'79.

The most important considerations in determining part-time faculty bargaining unit composition seem to be the way part-timers are paid, the benefits they receive, the amount of their participation in university governments, and the degree to which their working conditions are similar to those of full time faculty.

47. Hine, Peggy A., and Janina C. Latack. The paradox of the part-time professional. Journal of the NAWDAC 41:3:98-101 Spr'78.

Many institutions utilize part-time staff, predominantly female, to fill roles in teaching, academic advising, and mid-level administration. Paradoxically, these part-time professionals are denied the status commensurate with their contribution. They are viewed as less than "career" professionals.

48. Hoenninger, Ronald, and Richard Black. Neglect of a species. Community and Junior College Journal 49:3:25-27 Nov'78.

Discusses the need to provide part-time instructors with orientation, evaluation, and formalized instructional resources to insure quality teaching, suggesting an instructional materials resource centre, with regular faculty support, and books on learning theory, educational periodicals, tapes, and workbooks on instruction design.

49. Hoffman, John R., and Roger A. Pool. Part-time faculty: their own needs assessment. Lifelong Learning: The Adult Years 2:8:26-27 Apr '79.

Describes a part-time instructor needs assessment survey devised in a Texas community college district. The survey provided a way for part-time faculty to share in the planning of relevant staff development programs to help them function more effectively.

* 50. Holdaway, E.A., and J.A. Bentham. The provision of substitute teachers. Alberta Journal of Educational Research 20:1:24-33 Mar'74.

This study examined the opinions of samples of principals, teachers and substitute teachers in Edmonton on the relative merits of (1) on-call substitution and (2) internal substitution.

51. Keller, Sara Ann. Dear teacher, while you were gone ... Teacher 94:2:76-7 Oct'76.

Notes and observations on how you can prepare a substitute with a survival kit, constructive plans and other aids.

52. King, James Hamilton. How schools can develop capable substitute teachers. Illinois School Research 8:2:44-8 Wtr'72.

The description and analysis of a program designed to upgrade the professional preparation of degree-holding people of a community who serve as substitute teachers.

* 53. Knechtel, Mary B. Open letter from a substitute teacher. Working Teacher 2:1:34-35 Feb'79.

Substitute teachers are professionals and as such must have voting membership in their teacher organizations. Without this, they have no recourse for improving their working conditions.

54. Koltai, Leslie. King Solomon and the bowl of spagetti. Community and Junior College Journal 48:1:18-20 Sept'77.

Reviews the advantages of utilizing part-time faculty. Also discusses the problems of calculating pro rata pay and the impossibility of granting tenure to part-time teachers. The role of unions in obtaining such benefits is analyzed.

* 55. Kozeluk, A.A., and E.A. Holdaway. Plight of the substitute teacher. ATA Magazine 51:12-15 Mar-Apr'71.

The study reported in this article gathered pertinent information about substitute teachers and substitute teaching in Alberta. Characteristics of substitute teachers and problems encountered by them are discussed. The authors stress that more time and effort must be devoted to establishing proper practices with regard to substitutes.

56. Lale, Meta. Save your sub's sanity. Instructor 86:7:65 Mar'77.

A substitute teacher's stay in a classroom can be a pleasant, constructive work day or a nightmare of thinly disguised bedlam. Here are some ideas that will ensure that the classroom maintains a productive environment while the substitute teacher takes over.

* 57. Lassfolk, B.M. Is it vanity that prompts those of us in the teaching profession to feel that no one can handle our class but ourselves? Monday Morning 4:18 Jan-Feb'70.

A principal implores teachers to admit soon enough that they may not be available for work the next day and thus enable a principal to find a suitable substitute.

* 58. Lewis, C. Success will be determined by the foresight of the teacher who is being replaced. Monday Morning 4:17-18 Jan-Feb'70.

Some minor preparation work on the part of the school office and missing teacher could make a substitute's day a useful one. A guide to the school with a map showing the location of rooms, notes regarding bells, discipline procedures, unusual features of certain classes (i.e., music lab., science lab.) would solve many problems. A file on classroom ideas left by the teacher being replaced could help the substitute conduct a class on a subject which requires little preparation, lead a discussion, or supervise a review test.

* 59. Limited term and part-time faculty, 10 year quotas. CAUT Bulletin 25:10:5 Sept'78.

Concerned about the increased use of part-time and limited-term staff to cut down staffing costs, the Canadian Association of University Teachers passes policy statements and guidelines opposing this trend.

60. Logan, Barbara. New program for substitutes. Science Teacher 41:2:44-45 Feb'74.

Describes innovative ways in which substitute teachers have been used to free middle school science teachers during the day to attend in-service sessions.

* 61. Lombardi, John. Salaries for part-time faculty: new trends. An ERIC Review. Community College Review 3:3:77-88 Jan'76.

The equal pay for equal work argument has resulted in a trend toward higher part-time teacher salaries, approaching full-time salary equivalents. This article reviews trends around the country, and makes predictions based on documents included in the ERIC system.

* 62. Loomis, Hobart, and Joseph E. Sucher. Finding substitutes in a hurry. School Management 16:10:24-25 Oct'72.

In the Detroit schools, a computer helps locate substitute teachers quickly and precisely.

63. Merow, Erva Loomis. Who will teach them if you can't? Instructor 84:7:90-1 Mar'75.

Discussed a program provided by a teacher for teaching substitutes who are faced with the challenge of teaching the trainable retarded (I.Q. below 50).

64. Moe, Jackie. A staff development program for part-time instructors. New Directions for Community Colleges 5:3:35-46 Aut'77.

Presents the results of a national survey on staff development for part-time instructors and a model for establishing part-time faculty programs in colleges.

* 65. Musso, Barbara Bonner. Micro resource units aid substitute teachers. Education 90:1:16-17 Sept-Oct'69 and Educational Leadership 27:8:825-6 May'70.

A one-month summer program is aimed at creating a corps of well-prepared, day-by-day elementary grade substitute teachers for the public school system.

* 66. Nolte, M. Chester. Review these cases before a substitute teacher sues your board. American School Board Journal 167:1:37-38 Jan'80.

Part-time and substitute teachers do have rights, but courts often will not let such rights interfere with effective board action in solving school problems. As always, courts try to strike a balance between competing interests.

* 67. Norcross, E.B. Let's draw substitutes for high school teaching from the ranks of non-professionals. Monday Morning 4:16-17 Jan-Feb'70.

A substitute's job can be pleasant and satisfying. There are some advantages to not teaching the same students every day. Students, too, can benefit from a change of pace.

68. Report of Committee W, 1976-77. AAUP Bulletin 63:3:141-5 Ag'77.

The role of the AAUP leadership in utilizing collective bargaining to improve the status of women in academe is discussed in terms of part-time faculty, equal periodic benefits, legislation, federal agencies and rule making, and retrenchment.

* 69. Reynolds, David J., and Learita Garfield. Retraining substitute teachers for the urban high school. NASSP Bulletin 55:354:80-88 Apr'71.

If questionnaire results can be trusted, an intensive Pittsburgh pilot program has succeeded in upgrading the work of substitute teachers. Because substitute teachers can be woefully ineffective, the program seems worthy of emulation.

* 70. Robb, Herbert E. Decline and fall of the substitute teacher. Journal of Teacher Education 30:2:27-30 Mar-Apr'79.

This article argues for the abolition of substitute teachers on the grounds that they waste student time and school district money and that the position degrades the individuals who act as substitutes.

* 71. Samoil, Judy. Part-time teachers get their share of floor time at ARA. ATA News 12:14:1,2 Apr 10 '78.

One of the most talked about issues at the 1978 Annual Representative Assembly was that of part-time teachers. Delegates debated such problems as definition, rights, provisions for tenure and benefits as well as the desirability of endorsing the use of part-time teachers.

72. Seddon, Marian. Especially for substitute teachers. Instructor 81:7:23-4 Mar'72.

Suggests some techniques that the substitute teacher in the primary grades can employ to both sharpen students' skills and to put their imaginations to constructive use.

* 73. See, Helen. A substitute's problems. Today's Education 59:2:58-59 Feb'70.

After relating some hair-raising experiences she has had as a substitute, the author suggests that all regular teachers and principals be required to do some time as a substitute. Some of the problems constantly encountered by substitutes could easily be avoided by a little preparation on the part of regular staff.

74. Seney, Heidi. The cry of the substitute teacher ... help. Learning 2:5:78-80 Jan'74.

This article by a substitute teacher objects to the status and treatment of substitutes and makes a series of requests for such things as lesson plans, school information and the feeling of being welcomed by the staff.

75. Smith, Richard. Developmental needs of community college adjunct faculty. Community/Junior College Research Quarterly 2:1:31-6 Oct-Dec'77.

Reports the conclusions reached at a workshop designed to identify the needs of part-time faculty in three areas: fulfilling the goals of the community college, teaching/learning needs, and managerial needs. Outlines appropriate developmental activities for part-time faculty.

* 76. Solution à la décroissance scolaire: l'enseignement à temps partiel. Entre nous 10:4:9 Feb'78.

L'enseignement à temps partiel est une voie de solution à la décroissance scolaire qu'il ne faudrait pas négliger.

* 77. Steltenpohl, Elizabeth H. How to uncomplicate your substitute teacher program and make it make sense, too. American School Board Journal 161:2:37-40 Feb'74.

Cautions administrators to improve their substitute teacher programs, because more substitutes are going to be needed as teachers receive more time off from school for participation in professional meetings and other activities.

* 78. Stevens, Thelma K. Whither the substitute teacher? Clearing House 44:4:229-31 Dec'69.

The typical substitute teacher program is loosely organized, inefficient, and ineffective.

* 79. Stuchell, John E. "Paired teaching" -- why not? Today's Education 61:5:54 My'72.

A suggestion that husband-wife teams be employed as partnership teachers, and a fictitious example of how such a team might work.

* 80. Substitute teacher needs listed. Saskatchewan Bulletin 40:6 May 7 '74.

A set of conditions which will facilitate professional service by substitute teachers was drawn up by members of the Regina Substitute Teachers' Association and sent to those concerned with substitute teachers in Regina. An up-to-date day book, reliable seating plans and notes on discipline procedures are among the points listed.

81. The day the Super subbed in cognito. Instructor 87:10:70-71 May'78.

Describes the experiences of an administrator who secretly substituted in a classroom outside his own school district. Recommendations are made as to how teachers and principals can prepare for substitutes.

82. Trent, John H., and Sharon Ghilotti. A comparison of teachers', administrators' and substitute teachers' perceptions of substitute teachers. College Student Journal 6:4:52-54 Nov-Dec'72.

In a five category questionnaire, substitutes rated principals' concern for substitute qualifications lower than did regular teachers and administrators. Substitutes also rated teachers lower in preparation of lesson plans and seating charts. Substitutes rated themselves higher in doing an adequate job of teaching than did teachers and administrators.

83. Tuckman, Howard P. Who is part-time in academe? AAUP Bulletin 64:4:305-15 Dec'78.

Aspects of part-time teaching addressed in this report include: the "flexibility seeker," the "work seeker," disadvantages of part-time employment, a taxonomy of part-time, personal characteristics of part-timers, the part-timer's work place, and the work history of part-timers.

84. Tuckman, Howard P., and Jaime Caldwell. The reward structure for part-timers in academe. Journal of Higher Education 50:6:745-60 Nov-Dec'79.

Data from a survey of part-time faculty in higher education indicate that the reward structure for part-timers differs significantly from that of full-time faculty and that the skills of part-timers do not have a statistically significant effect on their salaries. Instead, salaries are influenced largely by institutional policies and market differences.

85. Tuckman, Howard P., and William D. Vogler. The "part" in part-time wages. AAUP Bulletin 64:2:70-77 May'78.

Comparative data are presented on the earnings of part- and full-time faculty and a discussion is provided of whether the evidence justifies the assertion that part-timers are paid less than proportionally to full-timers. Discussed are the part-time labour market, hiring, and fringe benefits.

* 86. Washington, Roosevelt, Jr. Substitute teachers need supervisory help. Educational Leadership 30:2:153-6 Nov'72.

Points out specific research needs in order to learn more about the concerns, problems, and situation of the substitute teacher.

* 87. Waugh, Audrey. How to have your cake and eat it too to half-time partner teaching. Prime Areas 21:3:47-48 Spr'79.

A working half-time partner teaching arrangement is described.

88. Williams, F. Neil. The neglected teachers: the part-time faculty. Adult Leadership 21:3:83-84 Sept'72.

As evening and extension programs grow, colleges must be concerned with making better use of part-time faculty and responding to their many unique problems.

* 89. Woods, Linda L., and Thomas L. Woods. Substitute: a psychological study. Elementary School Journal 75:3:162-167 Dec'74.

Examines the pupils' reactions to a teacher's absence and discusses the relationship between regular and substitute teachers. Includes suggestions for change.

90. Zuger, Abigail. Veterans of the bargaining table. Change 9:9:52-3 Sept'77.

Collective bargaining is gaining in community colleges as more part-time teachers are being admitted to unions. The rivalry between the National Education Association and the American Federation of Teachers is discussed.

C. THESES

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NO.	DATE	SUBJECT AND ERIC NUMBER	STATUS	ADDENDA
1	June 1969	Pre-Service Teacher Education in Canada ED 034 726	(o/p)	Oct. 1971
2	June 1969	School Dropouts	(o/p)	Feb. 1971
3	October 1969	Flexible Scheduling in Secondary Schools	(o/p)	Nov. 1972
4	Nov. 1969	Computer Uses in Instructional Programs ED 034 728		
5	Dec. 1969	Microteaching ED 036 480	(o/p)	
6	Jan. 1970	Reporting to Parents	(o/p)	
7	Feb. 1970	Teacher Aides ED 037 406	included in No. 16	
8	March 1970	Sex Education	(o/p)	
9	April 1970	Disadvantaged Children in Canada ED 041 965	(o/p)	
10	June 1970	School Year Plans	(o/p)	Jan. 1972 Oct. 1973
11	Aug. 1970	Education Finance in Canada		
12	Oct. 1970	Independent Study ED 045 585	(o/p)	
13	Nov. 1970	Individualized Instruction ED 046 881	(o/p)	
14	Nov. 1970	Histories of Teachers' Associations in Canada	(o/p)	
15	Dec. 1970	Differentiated Staffing ED 045 608	(o/p)	
16	Dec. 1970	Paraprofessional School Personnel ED 048 102	(o/p)	
17	Jan. 1971	Open Area Schools	(o/p)	Dec. 197
18	Feb. 1971	Parent Involvement in School Programs ED 054 270	(o/p)	
19	March 1971	Behavioral Objectives in Education ED 051 127		
20	April 1971	Teacher Workload ED 054 060	(o/p)	
21	May 1971	Merit Rating ED 057 433		
22	June 1971	Team Teaching ED 055 044		
23	Oct. 1971	Collective Bargaining for Teachers		
24	Dec. 1971	Training Teachers for Inner City Schools ED 058 172		
25	Dec. 1971	Systems Analysis in Education ED 058 171		
26	Jan. 1972	Community Colleges		
27	March 1972	School Discipline ED 064 771		
28	May 1972	Early Childhood Education ED 069 366		
29	June 1972	Teacher Evaluation ED 069 607		
30	Oct. 1972	Intercultural Education -- Indians and Eskimos of North America	(o/p)	
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32	Feb. 1973	Principals and Vice-Principals		
33	April 1973	Tenure ED 077 863		
34	May 1973	Teacher Autonomy and Teacher Decision Making ED 077 864		
35	June 1973	Paraprofessional School Personnel		
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37	Oct. 1973	Secondary Education		
38	Nov. 1973	Independent Study		
39	Dec. 1973	The Practicum in Teacher Education		
40	Jan. 1974	Microteaching		

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42	Mar. 1974	Supervision		
43	Apr. 1974	Elementary Education		
44	May 1974	Moral and Values Education ED 097 269		
45	June 1974	Behaviour Modification		
46	Sept. 1974	Work Experience and Cooperative Education Programs		
47	Oct. 1974	Education Finance in Canada		
48	Nov. 1974	Curriculum Development in Canada		
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50	Feb. 1975	Junior High and Middle Schools		
51	Mar. 1975	Principals and Vice-Principals ED 114 995		
52	May 1975	Teacher Evaluation		
53	June 1975	Continuing Education for Teachers ED 115 652		
54	Oct. 1975	Tenure		
55	Nov. 1975	Teacher Education Programs for Native People		
56	May 1976	Open Area Schools		
57	Sept. 1976	Industrial Relations in Canada		
58	Oct. 1976	Pre-Service Teacher Education in Canada		
59	Jan. 1977	Evaluation of Student Teachers		
60	Feb. 1977	Community Schools		
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64	July 1978	Selection of Teachers and Student Teachers		
65	August 1978	Principals and Vice-Principals ED 168 163		
66	October 1978	Tenure ED 168 173		
67	November 1978	School Year Plans		
68	December 1978	Decisionmaking in Education		
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71	June 1980	Part-Time and Substitute Teaching		